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ABSTRACT

This report explores several areas of participation of American Indians in higher education. Following a brief history, data are presented on population characteristics, enrollment, degrees, staff, and institutions for the years 1975-76 to 1984-85. Data vary according to year and cover virtually all accredited United States colleges/universities. Highlights of the report indicate that: the number of "college-age" American Indians more than doubled during the 1970s; by 1980, 60% of American Indians aged 18 to 24 had graduated from high school, up from 51% in 1970; only 8% of American Indians 25 years old and over were college graduates in 1980, compared with 17% of whites; total American Indian enrollment in institutions of higher education increased by more than 15% from 1976 to 1982. Other data show that: more American Indian females than males were enrolled at the undergraduate and graduate levels in 1984; the number of bachelor's and higher degrees awarded to American Indians increased over 8% from 1976 to 1981; between 1976-79, education was the bachelor's degree field of choice, while in 1981 business and management were chosen most often; and 60% of American Indians employed full-time in colleges/universities worked in support occupations, 19% were faculty, and 6% were administrators/managers. (NEC)

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The American Indian in Higher Education 1975 - 76 to 1984 - 85

Judith E. Fries

Center for Education Statistics

March 1987



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Introduction and Highlights

This report explores several areas of the participation of American Indians in higher education. Following a brief history, data are presented on various topics such as: population characteristics, enrollment, degrees, staff, and institutions for the years 1975-76 to 1984-85. Data presented on each topic vary according to years for which the data were available, and cover virtually all accredited colleges and universities in the United States.

Some highlights of the report are:

- During the decade of the 1970s, the number of "college-age" American Indians (aged 18 to 24) more than doubled. By 1980, 60 percent of American Indians in this age group had graduated from high school, up from 51 percent in 1970.
- Only 8 percent of the American Indian population (25 years old and over) were college graduates in 1980, compared with 17 percent of whites.
- Total American Indian enrollment in institutions of higher education increased by more than 15 percent from 1976 to 1982.
- More American Indian females than males were enrolled at the undergraduate and graduate levels in 1984; however, American Indian males outnumbered females at the first-professional level.
- The number of bachelor's and higher degrees awarded to American Indians increased a little over 8 percent from 1976 to 1981. Between 1976-79, American Indian bachelor's degree recipients most often chose the field of education as their field of study; however, in 1981, the field of business and management was chosen most often. At the master's and first-professional degree levels, the most popular fields of study were education and law, respectively.
- The majority (60 percent) of American Indians employed full-time in the Nation's institutions of higher education worked in support occupations. Only 6 percent of American Indian full-time employees in colleges and universities were employed as executives, administrators, or managers, and 19 percent were faculty.

- About half of American Indian male faculty were tenured, and slightly over one-third of American Indian female faculty were tenured. American Indian female faculty were concentrated in the lower ranks, especially the rank of instructor.
- Twenty of the Nation's accredited higher education institutions enrolled predominantly American Indian students (referred to herein as predominantly American Indian institutions). However, none of these schools (which reported full-time faculty data in 1981 and 1983) had predominantly American Indian faculty.

Historical Background

Before the arrival of whites in America, Native Americans educated their youth in an oral tradition based on tribal or kinship cultures.¹ Beginning in the late 1500s, evangelical missionaries established training schools which provided "formal" education for American Indian youth. During the early 1800s, the United States government began to be involved in Indian education in the form of treaties; however, the tribes were still primarily responsible for the education of their citizens.

Indian education became regulated by Federal policy in 1889, when the Commissioner of the Bureau of Indian Affairs (BIA)² set forth several principles of education policy, one of which was that Indians must be prepared for assimilation through compulsory education.³ Although some Indian tribes developed their own elementary/secondary schools, the Federal government developed and controlled an extensive system of schools for Indians, many of which were boarding schools. These BIA schools enrolled the majority of American Indian elementary/secondary students until 1920.⁴

American Indians were granted United States citizenship in 1924, yet their education remained inadequate and noticeably inferior to education provided to other children.⁵ In 1928, a report prepared for the U.S. Congress, known as the Merriam Report,⁶ helped to alter the Federal approach to Indian education. The Merriam report described the outdated teaching methods in the Federal boarding schools and as a result, the focus on Indian education shifted from off-reservation boarding schools to day schools on the reservations. Emphasis was placed mainly upon "civilization" of the Indian and teaching of the English language.⁷

¹Henrietta Whiteman, "Native American Studies, the University and the Indian Student," The Schooling of Native America, ed. Thomas Thompson, (Washington, D.C.: Association of Colleges for Teacher Education, in collaboration with the Teacher Corps, United States Office of Education, 1978), p. 105.

²The Bureau of Indian Affairs was established under the control of the War Department in 1834 and was later placed under the Department of the Interior in 1849.

³U.S. Department of the Interior, Bureau of Indian Affairs, The United States Indian Service, a Sketch of the Development of the Bureau of Indian Affairs and of Indian Policy, (Washington, D.C., U.S. Government Printing Office, 1928), p. 49.

⁴Thompson, Thomas, ed., The Schooling of Native America, op. cit., pp. 170-171.

⁵Klopf, Gordon J., and Gardner W. Bowman, Teacher Education in Special Context, (Bank Street College of Education, New York, 1966).

⁶Lewis Merriam et al: The Problem of Indian Administration, (Baltimore, Maryland, The Johns Hopkins Press, 1928), p. 21.

⁷Szasz, Margaret: Education and the American Indian, (Albuquerque, University of New Mexico Press, 1974).

In 1934, two Federal Acts were passed which affected American Indian elementary/secondary education. The Indian Reorganization Act sought to give Indians a greater sense of participation in the school program, to modify Indian school curricula, and to provide teachers with special training to better serve the needs of Indian students, while encouraging pride in traditional/religious-oriented Indian accomplishments. The Johnson-O'Malley Act provided Federal funds for educating Indian children in public schools through the State departments of public instruction or local school districts, and also restricted the religious training of Indians (due to provisions prohibiting compulsory religious training). Together with Public Laws 815 and 874 dating from World War II (that provide financial assistance to school districts enrolling students whose parents reside or work on Federal property), this law made it possible to set up public school districts on Indian reservations, build schools and operate them primarily with Federal funds, yet retain local district control. As on- and off-reservation public schools became available to Indian communities, many American Indian children had their first experience in public education and integration.⁸

The establishment of the Civilian Conservation Corps (CCC) in 1933 also provided an important boost to American Indian education. A separate Indian CCC was established, known as the Indian Emergency Conservation Work (IECW) program, which focused on land conservation and management. The response to this opportunity for vocational training was overwhelming, with about 85,000 American Indians participating during the 9-year life of the program, many learning to be carpenters, surveyors, mechanics, and engineers.⁹

Although a new emphasis had been placed on Indian education by this time in the form of funding, building or improving schools and the like, little attention was paid to the training of non-Indian teachers to teach English to non-English-speaking students or to the integration of Indian students into a cross-cultural school system. A few in-service courses were provided by the Bureau of Indian Affairs, but no courses were available in teachers colleges or universities to prepare non-Indian teachers specifically in cross-cultural instruction of Indian children.¹⁰

During the early 1940s and immediately following, the mobility of Indian families created additional problems for the education of their children, and more and more Indian children were placed in boarding schools as the only alternative for receiving any form of formal education. Some students who had grown up in towns and cities did not continue with their education; however, many veterans eligible for the G.I. Bill of Rights (P.L. 346) or the Vocational Rehabilitation Act (P.L. 16) re-entered Indian Service schools for vocational training.

⁸op. cit., Klopf, pp. 26-27.

⁹op. cit., Szasz, p. 42.

¹⁰op. cit., Klopf, p. 27.

Following World War II, the full impact of the Johnson-O'Malley Act began to be realized as public schools were developed on Indian reservations and efforts were accelerated to provide elementary/secondary education for all Indian children. In the 1960s, participation of Indian parents was encouraged, and all BIA schools had advisory boards by the end of that decade.¹¹ Even with these changes, however, in 1969 the Kennedy Report reaffirmed the findings contained in the Merriam Report some 40 years earlier, and concluded that American Indians should have more control over their children's education and schools. By the 1970s, only one-quarter of American Indian children attended Federally controlled schools.¹²

Higher education

The first postsecondary school in the Nation to offer courses on Indian culture was Arizona State University. In 1954, the Arizona State Indian Education Center was founded and offered both graduate and undergraduate Indian education courses.¹³ The first college preparatory program for Indians was offered at Haskell Institute in 1963. Begun as a Federal boarding school, the last high school class graduated in 1965 and the school became known as Haskell Indian Junior College (remaining a Federally controlled institution), and courses were added in electronics, the building trades, and service occupations. The Institute of American Indian Arts opened in 1962 (replacing the Santa Fe Boarding School) and offered not only high school courses, but also two post-high school years of work in areas such as creative writing, sculpture, and design and painting of textiles. In 1963, the 150 students of the Institute represented 74 tribes and came from 20 States.¹⁴

In 1961, some 66 American Indians graduated from 4-year institutions, and although by 1968 this figure had nearly tripled, still only 181 American Indians received a 4-year degree.¹⁵

In the late 1960s and 1970s, about 20 tribally controlled community colleges were established for the education of American Indian youth. The first Indian-controlled community college, Navajo Community College, was established in 1969. By the early 1970s several campuses -- such as the University of Minnesota, the University of Michigan, and the University of California-Berkeley -- had Indian programs and had established a major in the area of Indian studies. In 1966, only a dozen of the Nation's attorneys

¹¹op. cit., Szasz, pp. 149-152.

¹²Indian Education: The Right to be Indian, The Third Annual Report to the Congress of the United States, National Advisory Council on Indian Education, Washington, D.C., 1976, p. 194.

¹³Although the University of Oklahoma established an Institute of Indian Education in 1937, its purpose was to coordinate programs concerned with Indians and sought to expand knowledge about the Indians, while encouraging the Indians to understand white society.

¹⁴op. cit., Szasz, pp. 134-136.

¹⁵op. cit., Szasz, p. 167.

were American Indian, and the American Indian Law Center at the University of New Mexico was founded in 1967 in response to this acute shortage of American Indian lawyers.¹⁶ Four years later, 76 American Indians were enrolled in law schools under the Center's direction. A program to develop administrators for Indian schools and Indian education programs was begun at the University of Minnesota in 1970. By 1973, the program had awarded 15 master's and 2 doctorates. Other institutions of higher education, such as Fort Lewis College and Bacone College, Oklahoma, began to see their enrollments of American Indian students increase noticeably with the introduction of ethnic studies into their programs.

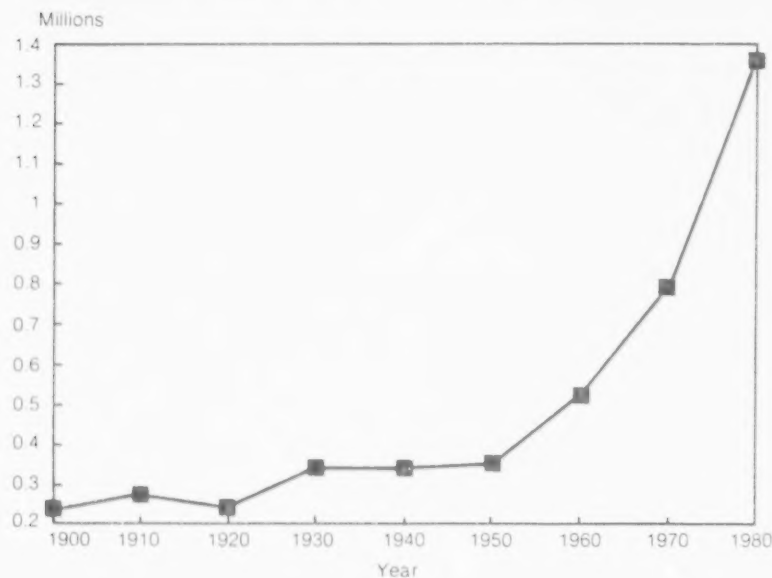
In recent years, the concept of self-government has been emphasized, and educational opportunities for American Indian youth have been strengthened through amendments to Title III of the Higher Education Act of 1965. As this concept is expanded and development of the Indian reservations is increased, the need for higher education for American Indian students will increase.

¹⁶op. cit., Szasz, p. 167.

This section provides background information important to understanding the involvement of American Indians in higher education. Characteristics of the American Indian population, such as population growth, language, income, and educational attainment, are all related to participation in higher education.

Since 1950, the American Indian population has increased substantially, from 360,000 to about 1.4 million in 1980 (figure 1). Adding in the 56,000 Alaskan Native and Aleut populations (not shown in chart), the American Indian population was over 1,423,000 in 1980. For simplicity in this report, the American Indian and Alaskan Native/Aleut populations combined will be referred to as American Indians.

Figure 1.--American Indian population: 1900-1980



SOURCE: U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population, Characteristics of the Population, United States Summary, PC80-1-B1, table 40. (Excludes Alaskan Natives and Aleuts.)

¹⁷Data in this section were obtained from information supplied by the U.S. Department of Commerce, Bureau of the Census, various years. The statistics in this report are based on Decennial Census samples adjusted to represent the total population.

While American Indians reside throughout the United States, the majority live in the Southern and Western States (figure 2). Four States together account for 45 percent of the total American Indian population: California (14 percent), Oklahoma (12 percent), Arizona (11 percent), and New Mexico (8 percent).

Figure 2.--American Indian population, by geographic division: 1980



Note.--Includes Alaskan Natives and Aleuts.

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population, General Population Characteristics, United States Summary, PC80-1-B1, table 62.

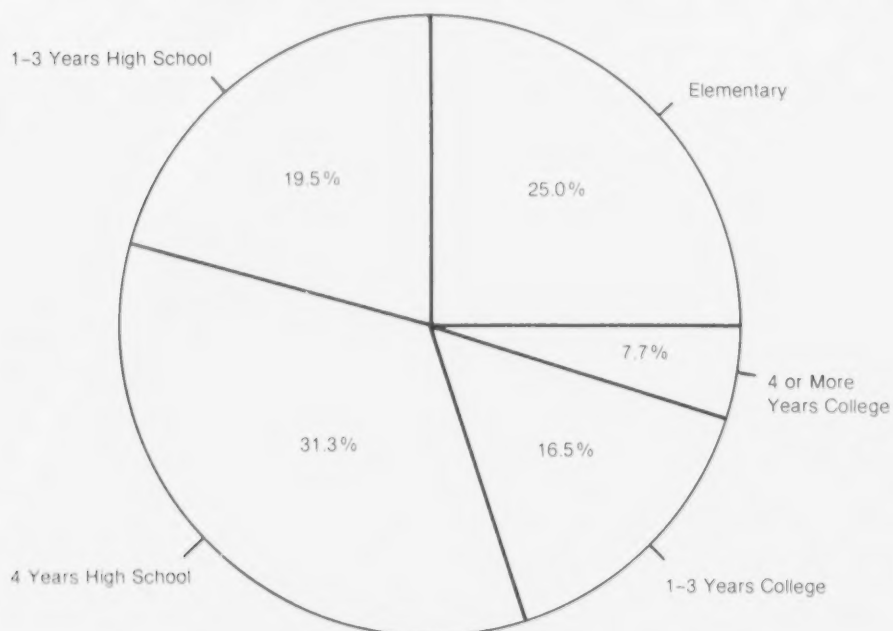
Almost half (48 percent) of all American Indians live in rural areas, compared to 29 percent of the white population. It is estimated that in 1980, one-third of the American Indian population lived on the approximately 300 Indian lands (reservations, trust lands, Alaskan Native villages) in this country. Many Indians continue to speak their native language in their homes; over half of the Indians living on reservations speak their native language at home.¹⁸

¹⁸U.S. Department of Commerce, Bureau of the Census, American Indian Areas and Alaska Native Villages: 1980, PC80-S1-13, U.S. Government Printing Office, Washington, D.C. 20402.

In general, American Indians have much lower incomes than the majority white population. In 1979, the annual median household income for American Indians was about \$12,300, as compared to \$17,700 for the white population. A large proportion of American Indians (28 percent) lived below the poverty level -- three times the proportion at the national level.

The educational attainment of American Indians in general is much lower than that of the majority white population. In 1980, 45 percent of American Indians 25 years old and over did not complete high school, compared with 31 percent of whites. Also, a lower proportion of American Indians graduated from college -- about 8 percent, compared with 17 percent for whites (figure 3).

Figure 3.--Educational attainment of the American Indian population 25 years old and over: 1980



Note.--Comparable data for the white population 25 years old and over are: Elementary (16.6 percent), 1-3 years of high school (14.6 percent), 4 years high school (35.7 percent), 1-3 years of college (16.0 percent), 4 or more years of college (17.1 percent).

SOURCE: U.S. Department of Commerce, Bureau of the Census, Census of Population and Housing, 1980, General Social and Economic Characteristics, United States Summary, PC80-1-C1, table 123.

Poverty, language barriers, and low educational attainment tend to limit participation of American Indians in postsecondary education. However, one critical factor -- the number of American Indians graduating from high school -- has improved.

Data from the decennial censuses of 1970 and 1980 indicate that there were significant changes in the American Indian youth population and in their high school graduation rates between 1970 and 1980. The number of American Indians 18 to 24 years old more than doubled from 1970 to 1980. In addition, the proportion who graduated from high school increased from 51 percent to 60 percent in this period (table 1), a significant improvement but still not reaching the rate for whites (83 percent).

Table 1.--Population and high school graduation rates of American Indians aged 18 to 24: 1970 and 1980

American Indians aged 18 to 24	1970	1980
Population	96,000	234,000
High school graduates	49,000	141,000
Percent high school graduates	51%	60%

Note.--Comparable data for the percentage of high school graduates among whites, 18-24 years old, are: 1970 (81 percent); 1980 (83 percent). Data for college enrollment of 18- to 24-year-olds are not available.

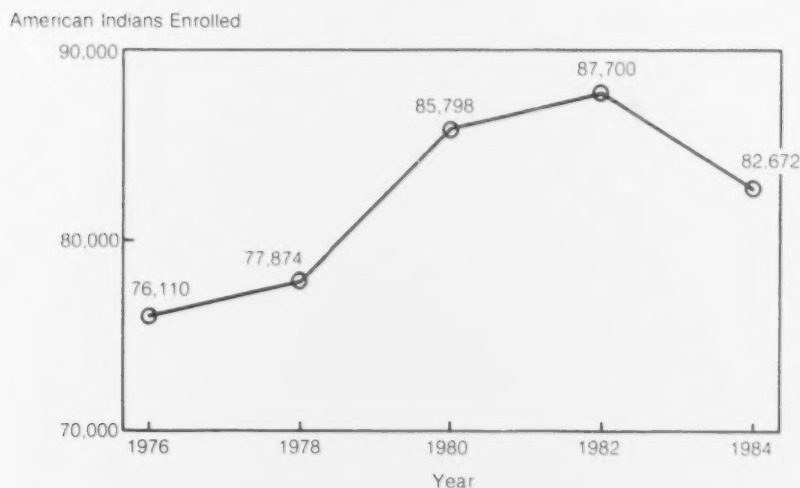
SOURCE: U.S. Department of Commerce, Bureau of the Census, Census of Population and Housing, American Indians, 1970, Table 3, and General Social and Economic Characteristics, U.S. Summary, 1980, Table 123. Calculations by the Center for Education Statistics.

These two trends -- a growing population of "college-age" youth and their increasing high school graduation rates -- should foretell increasing enrollment in postsecondary institutions for American Indians, all other things being equal. The next sections of this report describe actual changes in American Indian enrollment, degree awards, and employment in higher education from 1975 to 1984.

Enrollment

In 1976, the number of American Indians enrolled in all accredited colleges and universities was slightly over 76,000. Although this number increased by almost 12,000 students as of 1982 (an increase of more than 15 percent), American Indian enrollment then declined from 1982 to 1984 (figure 4). The enrollment of whites, by comparison, increased by more than 691,000 students during those years (8 percent).

Figure 4.--Total enrollment of American Indians in higher education: United States, 1976 to 1984*



*See methodology.

Note.--Includes unclassified students and U.S. Service Schools. In 1984, 65 American Indians were reported enrolled in these schools.

SOURCE: U.S. Department of Education, Center for Education Statistics, Higher Education General Information Survey, various years.

American Indian enrollment in private institutions increased by more than 28 percent between 1976 and 1984, with the majority enrolled in 4-year colleges and universities (table 2). The number enrolled in private 2-year schools increased by almost 69 percent during those years; however, most American Indians attended public institutions. In 1984, the majority (60 percent) of American Indians attended 2-year colleges, compared to 36 percent for whites (figure 5).

Table 2.--American Indian enrollment in institutions of higher education, by control and level of institution: United States, even years 1976-84

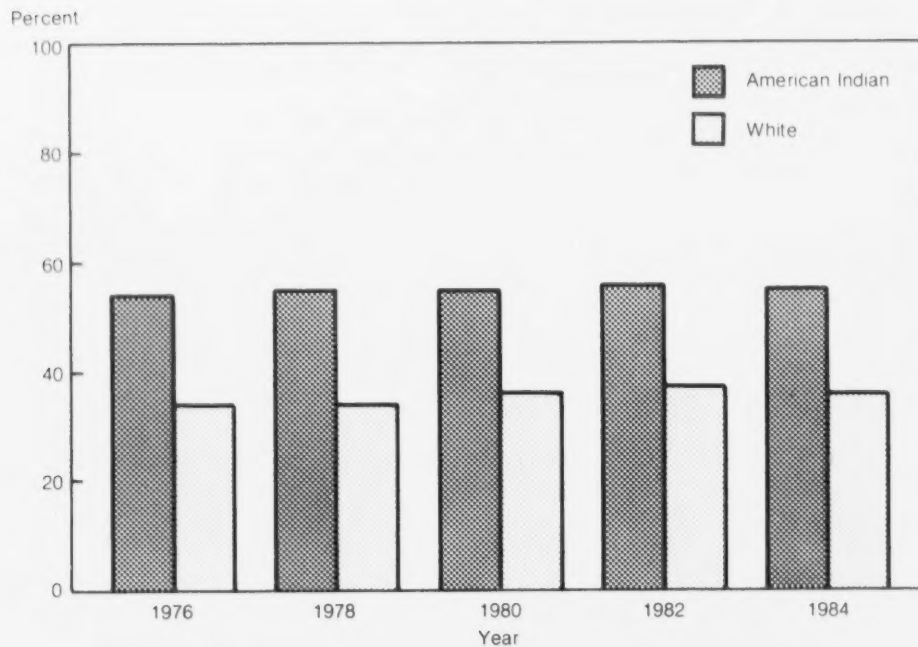
Control and level of institution	1976	1978	1980	1982*	1984
Public	67,757	68,460	74,244	76,959	71,642
4-year	28,445	27,197	29,062	30,857	29,568
2-year	39,312	41,263	45,182	46,102	42,074
Private	8,610	9,425	9,679	8,957	11,030
4-year	6,765	7,807	7,867	7,166	7,913
2-year	1,845	1,618	1,812	1,791	3,117

*Data for 1982 and 1984 exclude enrollments in institutions classified as "new," since the level of instruction (2-year, 4-year) for these institutions has not been verified. The number of American Indians enrolled in these new institutions was 1,784 in 1982, and 945 in 1984. See methodology.

Note.--Data for years 1976, 1978, and 1980 are for the aggregate United States. Data for years 1982 and 1984 are for the 50 States and D.C.

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, Racial, Ethnic and Sex Enrollment Data from Institutions of Higher Education, 1976, 1978, and U.S. Department of Education, Center for Education Statistics, Higher Education General Information Survey, various years.

Figure 5.--Proportion of American Indian and white students enrolled
in 2-year colleges: 50 States and D.C., even years
1976-84



SOURCE: U.S. Department of Health, Education, and Welfare,
Office for Civil Rights, Racial, Ethnic and Sex Enrollment
Data from Institutions of Higher Education, 1976, 1978, and
U.S. Department of Education, Center for Education Statistics,
Higher Education General Information Survey, various years.

The following sections examine American Indian students enrolled in undergraduate, graduate, and first-professional degree programs. "Unclassified" students (i.e., those not enrolled in a degree program) are not included in the discussion. A significant proportion of American Indian students were not enrolled in degree programs -- approximately 11 percent in 1984.

Undergraduate enrollment

American Indian undergraduate enrollment increased by slightly over 12 percent between 1976 and 1984 (table 3). The proportion of American Indian students enrolled full-time, however, decreased between 1976 and 1984; over 62 percent were enrolled full-time in 1976, compared to about 58 percent in 1984.

Table 3.--American Indian undergraduate students, by enrollment status and by sex of student: United States, even years 1976-84

Enrollment status and sex of student	1976		1978		1980		1982		1984	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	61,293	100	61,407	100	68,646	100	67,036	100	68,815	100
Full-time										
Male	19,874	32	17,410	28	18,611	27	18,112	27	18,580	27
Female	18,447	30	18,782	31	20,468	30	19,424	29	21,332	31
Part-time										
Male	10,928	18	11,616	19	12,378	18	12,481	19	12,387	18
Female	12,044	20	13,599	22	17,189	25	17,019	25	16,516	24

Note.--Excludes unclassified students and U.S. Service Schools.

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, Racial, Ethnic and Sex Enrollment Data from Institutions of Higher Education, 1976, 1978, and U.S. Department of Education, Center for Education Statistics, Higher Education General Information Survey, various years.

More American Indian females than males were enrolled as undergraduates each year following 1976; by 1984, they outnumbered their male counterparts by more than 18 percent.

Graduate enrollment

American Indian graduate enrollment fluctuated only slightly between 1976 and 1984, with the largest number (4,377) enrolled in 1980 (table 4). Over half of American Indian graduate students in 1984 were women, and the majority of these women attended college part-time.

Table 4.--American Indian graduate enrollment, by enrollment status and by sex of student: United States, even years 1976-84

Enrollment status and sex of student	1976		1978		1980		1982		1984	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	3,887	100	3,785	100	4,377	100	3,365	100	3,634	100
Full-time										
Male	933	24	862	23	896	20	708	21	799	22
Female	634	16	678	18	850	19	658	20	727	20
Part-time										
Male	1,260	32	1,183	31	1,335	31	953	28	909	25
Female	1,060	27	1,062	28	1,296	30	1,046	31	1,199	33

Note.--Excludes unclassified students and U.S. Service Schools. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, Racial, Ethnic and Sex Enrollment Data from Institutions of Higher Education, 1976, 1978, and U.S. Department of Education, Center for Education Statistics, Higher Education General Information Survey, various years.

First-professional enrollment

The number of American Indians enrolled in first-professional degree programs has decreased since 1976, with 1984 enrollments down almost 22 percent from those in 1976 (table 5). Among full-time students, American Indian men outnumbered women at this level, but the number of females enrolled full-time increased over 75 percent from 1976 to 1984.

Table 5.--American Indian first-professional* enrollment, by enrollment status and by sex of student: United States, even years 1976-84

Enrollment status and sex of student	1976		1978		1980		1982		1984	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	1,253	100	1,072	100	1,188	100	911	100	980	100
Full-time										
Male	975	78	733	68	745	63	527	58	539	55
Female	190	15	242	23	343	29	310	34	333	34
Part-time										
Male	57	5	69	6	67	6	51	6	78	8
Female	31	2	28	3	33	3	23	3	29	3

*Includes students enrolled in selected programs that require at least 2 academic years of previous college work for entrance and a total of at least 6 years of college work for completion; e.g., medicine (M.D.), law (LL.B., J.D.), theology (B.D., M.Div., Rabbi), dentistry (D.D.S.), veterinary medicine (D.V.M.), and osteopathic medicine (D.O.).

Note.--Excludes unclassified students and U.S. Service Schools. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, Racial, Ethnic and Sex Enrollment Data from Institutions of Higher Education, 1976, 1978, and U.S. Department of Education, Center for Education Statistics, Higher Education General Information Survey, various years.

It is difficult to determine the extent to which enrollment translates into degree completions except by longitudinal surveys, which usually do not have a representative sample of American Indians. However, several case studies over the years have addressed the issue of problems involved in retaining American Indian students in higher education, and most have come to the same basic conclusions. In 1961, the Annual Report of the Secretary of the Interior cited the following problems facing American Indians in higher education: difficulty in adjusting to the environment; culture conflicts; difficulty with the English language (as a second language); and financial struggles. In 1976, the National Advisory Council on Indian Education reported these same findings to Congress, and stated that programs and curricula of non-Indian colleges and universities (those institutions which were not founded for the primary purpose of educating American Indian students) were not attuned to the special cultural needs of the Indian student. This report further stated that among American Indians, the college dropout rate ranged from 45 percent to 62 percent. (A dropout rate for the general population of college students is not available.) Another study¹⁹ based on interviews with students themselves, listed not only financial hardships and cultural differences, but also the nature and quality of previous education, discrimination, and the lack of role models as problems relating to postsecondary student dropout.

¹⁹McDonald, Arthur, "Why Do Indian Students Drop Out of College?," The Schooling of Native America, ed. Thomas Thompson, (Washington, D.C.: Association of Colleges for Teacher Education, in collaboration with the Teacher Corps, United States Office of Education, 1978), p. 73.

Earned Degrees²⁰

Trained manpower is the core of the Nation's economic system. One important measure of training and attainment is the number and type of degrees earned by college students.

The total number of baccalaureate and higher degrees awarded in colleges and universities from 1976 to 1981 remained constant, with about 1.3 million degrees awarded annually. The number of baccalaureate and higher degrees awarded to American Indian students increased by slightly over 400 degrees in the 5 academic years from 1976 to 1981, the latest year for which data are available (figure 6). Modest increases in the number of baccalaureate and higher degrees awarded were apparent at each degree level, with the largest proportionate increase at the doctor's degree level (an increase of about 40 percent from 1976 to 1981).

Figure 6.--Bachelor's and higher degrees awarded to
American Indians, by level of degree:
Academic years 1975-76 and 1980-81

<u>Level of degree</u>	<u>Number of degrees awarded to American Indian students</u>	
	<u>1975-76</u>	<u>1980-81</u>
Total	7,048	8,513
Associate degrees and awards...	2,522	3,574
Bachelor's	3,498	3,584
Master's	783	1,034
Doctor's	93	130
First-professional	152	191

Note.--Excludes degrees conferred by U.S. Service Schools.

SOURCE: U.S. Department of Education, Office for Civil Rights, Data on Earned Degrees Conferred from Institutions of Higher Education, by Race, Ethnicity, and Sex, 1975-76 and unpublished tabulations, 1980-81. Data differs from source in that 1975-76 theological degrees (first-professional degree level) were adjusted to correct for error.

²⁰Data contained in this section were obtained from the Office for Civil Rights, U.S. Department of Education, Data on Earned Degrees Conferred from Institutions of Higher Education, by Race, Ethnicity, and Sex, various years. For simplicity, academic years will be referred to by the year in which they end; for example, academic year 1975-76 is referred to as "1976."

Bachelor's degrees

The total number of bachelor's degrees awarded between 1976 and 1981 increased by 13,195 degrees (a 1.4 percent increase), while the number awarded to American Indians increased by 86 degrees (a 92.5 percent increase). The largest number of bachelor's degrees awarded to American Indians in 1976 and 1979 was in the field of education, but by 1981 this field had been replaced by business and management (table 6). Bachelor's degrees awarded to American Indian women between 1976 and 1981 increased by about 20 percent, with the field of education their most popular field each year. Men, however, experienced a decline of almost 12 percent in degree awards, with the largest number of degrees being awarded in business and management in all 3 years.

Table 6.--Bachelor's degrees awarded to American Indians, by sex and by field of study: Academic years 1976, 1979, and 1981

Field of study	Bachelor's degrees awarded								
	1975-76			1978-79			1980-81		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Total	5,498	1,915	1,582	5,404	1,750	1,674	5,584	1,692	1,892
Agriculture and natural resources	136	115	21	84	61	23	96	81	15
Architecture and environmental design	55	50	5	25	19	6	24	20	4
Area studies	10	8	2	7	1	6	4	5	1
Biological sciences	145	90	55	148	97	51	157	67	70
Business and management	426	350	76	505	345	159	656	588	248
Communications	65	48	17	69	59	30	110	51	59
Computer and information sciences	7	6	1	11	11	0	21	17	4
Education	742	259	503	645	197	448	569	164	405
Engineering	150	148	2	162	150	12	192	170	22
Fine and applied arts	155	67	88	169	74	95	187	75	114
Foreign languages	35	12	21	22	7	15	25	10	15
Health professions	166	58	128	206	51	155	209	59	170
Home economics	75	5	70	79	5	74	75	1	72
Law	1	1	0	5	5	0	2	1	1
Letters	161	75	88	110	62	48	105	44	59
Library science	4	0	4	2	0	2	2	1	1
Mathematics	54	40	14	41	28	13	17	9	8
Military sciences	0	0	0	0	0	0	1	1	0
Physical sciences	62	55	7	65	45	18	64	44	20
Psychology	192	90	102	177	87	90	196	68	128
Public affairs and services	180	95	87	217	85	134	224	91	155
Social sciences	515	311	202	497	275	224	472	259	255
Theology	10	7	3	11	8	5	5	5	0
Interdisciplinary studies	178	90	88	151	85	68	215	105	110

Note.--Data for U.S. Service Schools are excluded.

SOURCE: U.S. Department of Education, Office for Civil Rights, Data on Earned Degrees Conferred from Institutions of Higher Education, by Race, Ethnicity, and Sex, various years.

Master's degrees

The number of master's degree recipients nationwide declined by slightly over 5 percent from 1976 to 1981. The number of master's degrees awarded to American Indian students increased by 32 percent during those years (table 7), with both American Indian women and men overwhelmingly choosing the field of education. The number of master's degrees awarded in business and management to American Indian men doubled between 1976 and 1981, moving this field into a close second place behind education.

For the Nation as a whole, females led in total number of master's degrees awarded for the first time in 1981; however, American Indian women receiving master's degrees have outnumbered their male counterparts since 1979.

Table 7.--Master's degrees awarded to American Indians, by sex and field of study: Academic years 1976, 1979, and 1981

Field of study	Master's degrees awarded								
	1976-79			1978-79			1980-81		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Total	785	428	555	992	495	504	1,034	521	553
Agriculture and natural resources	5	5	0	5	5	0	7	4	3
Architecture and environmental design	6	3	2	5	2	4	5	4	1
Area studies	2	1	1	2	1	1	6	3	3
Biological sciences	15	10	5	16	8	8	15	9	6
Business and management	71	64	7	155	109	26	155	128	27
Communications	4	1	3	2	2	0	9	3	6
Computer and information sciences	7	7	0	16	6	10	12	10	2
Education	593	169	221	451	165	286	455	159	294
Engineering	40	40	0	24	22	2	51	26	5
Fine and applied arts	23	10	10	31	18	15	22	9	15
Foreign languages	5	1	4	3	2	1	8	1	7
Health professions	37	17	20	59	19	40	54	17	37
Home economics	1	0	1	6	1	5	10	1	9
Law	5	5	0	4	4	0	1	1	0
Letters	25	9	14	16	10	6	18	8	10
Library science	17	4	15	12	2	10	17	1	16
Mathematics	8	5	5	8	6	2	7	6	1
Military sciences	0	0	0	0	0	0	0	0	0
Physical sciences	9	9	0	29	26	3	11	9	2
Psychology	14	6	8	20	10	10	32	15	14
Public affairs and services	60	34	26	81	34	47	92	47	45
Social sciences	58	24	14	45	28	17	44	28	16
Theology	1	1	0	4	2	2	1	1	0
Interdisciplinary studies	8	5	5	24	15	11	24	15	11

Note.--Data for U.S. Service Schools are excluded.

SOURCE: U.S. Department of Education, Office for Civil Rights, Data on Earned Degrees Conferred from Institutions of Higher Education, by Race, Ethnicity, and Sex, various years.

Doctor's degrees

The total number of doctor's degrees awarded nationwide decreased from 33,787 in 1976 to 32,839 in 1981 (almost 3 percent). Doctor's degrees to American Indians increased from 93 in 1976 to 130 in 1981 (about 40 percent). Education accounted for almost 44 percent of all doctor's degrees awarded to Indian students in 1981 (table 8). Degrees awarded to American Indian women at this level more than doubled between 1976 and 1981, but American Indian men still earned significantly more degrees in each of the years studied.

Table 8.--Doctor's degrees awarded to American Indians, by sex and field of study: Academic years 1976, 1979, and 1981

Field of study	Doctor's degrees awarded								
	1975-76			1978-79			1980-81		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Total	93	77	16	104	69	35	130	95	35
Biological sciences	4	4	0	6	6	0	8	5	3
Business and management	6	6	0	3	2	1	5	5	0
Education	35	27	8	43	25	18	57	41	16
Engineering	3	3	0	2	2	0	5	5	0
Letters	5	4	1	3	1	2	7	5	2
Physical sciences	8	8	0	8	7	1	4	3	1
Psychology	4	3	1	10	7	3	10	7	3
Social sciences	8	8	0	17	11	6	12	9	3
All other fields*	20	14	6	12	8	4	22	15	7

*Includes those fields for which less than 5 degrees were awarded in any given year.

Note.--Data for U.S. Service Schools are excluded.

SOURCE: U.S. Department of Education, Office for Civil Rights, Data on Earned Degrees Conferred from Institutions of Higher Education, by Race, Ethnicity, and Sex, various years.

First-professional degrees

Degrees awarded nationwide at the first-professional level increased by nearly 15 percent between 1976 and 1981, up from 62,649 degrees in 1976 to 71,956 in 1981. The number of first-professional degrees awarded to American Indians fluctuated slightly between 1976 and 1981, with 216 degrees awarded in the peak year of 1979 (table 9). American Indian men earned more first-professional degrees than American Indian women each year, although the number of first-professional degrees awarded to American Indian women more than doubled between 1976 and 1981. Law degrees represented over half of all first-professional degrees awarded to both American Indian men and women in 1979 and 1981.

Table 9.--First-professional degrees awarded to American Indians, by sex and by field of study: Academic years 1976, 1979, and 1981

Field of study	First-professional degrees awarded								
	1975-76			1978-79			1980-81		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Total	152	127	25	216	150	66	191	133	58
Dentistry	5	5	0	23	21	2	10	9	1
Medicine	36	28	8	38	25	13	50	38	12
Optometry	2	2	0	0	0	0	2	1	1
Osteopathic medicine	3	3	0	8	6	2	8	7	1
Pharmacy	1	1	0	1	1	0	3	2	1
Podiatry	1	1	0	0	0	0	1	0	1
Veterinary medicine	17	16	1	15	8	7	4	2	2
Chiropractic medicine	8	8	0	6	5	1	3	1	2
Law, general	75	59	16	121	80	41	101	68	33
Theological professions	4	4	0	4	4	0	9	5	4

Note.--Data for U.S. Service Schools are excluded.

SOURCE: U.S. Department of Education, Office for Civil Rights, Data on Earned Degrees Conferred from Institutions of Higher Education, by Race, Ethnicity, and Sex, various years. Data differs from source in that 1975-76 theological degrees were adjusted to correct for error.

Associate degrees and awards (based on less than 4 years of work beyond high school)

American Indian students earned more degrees at this level than at any other, with an increase of over 1,000 associate degrees and awards received between 1976 and 1981 (table 10). Most of this increase was accounted for by awards in terminal occupational programs as opposed to arts and science programs, which can be creditable toward a bachelor's. American Indian women earned nearly 56 percent of all awards conferred to American Indians at this level in 1981.

Table 10.--Associate degrees and awards (based on less than 4 years of work) to American Indians, by sex and by field of study: Academic years 1976, 1979, and 1981

Field of study	Associate degrees and awards								
	1975-76			1978-79			1980-81		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Total	2,522	1,295	1,227	3,073	1,437	1,636	3,574	1,584	1,990
Arts and science or general programs	999	519	480	1,083	482	601	1,145	496	649
Occupational, total	1,523	776	747	1,990	955	1,035	2,429	1,088	1,341
Business and commerce technologies	434	179	255	587	204	383	744	202	542
Data processing technologies	33	11	22	55	31	24	68	30	38
Health services and para-medical technologies	390	51	339	493	80	413	540	52	488
Mechanical and engineering technologies	377	359	18	476	449	27	673	618	55
Natural science technologies	97	73	24	116	68	48	142	87	55
Public service-related technologies	192	103	89	263	123	140	262	99	163

SOURCE: U.S. Department of Education, Office for Civil Rights and National Center for Education Statistics, various years.

Over 67 percent of associate degrees and awards to American Indian women in 1981 were in occupational programs, with over three-fourths of these awarded in business and commerce technologies, and health services and paramedical technologies. For American Indian men, mechanical and engineering technologies were the most popular fields, accounting for over half of all occupational program awards to American Indian men in 1981.

Addendum

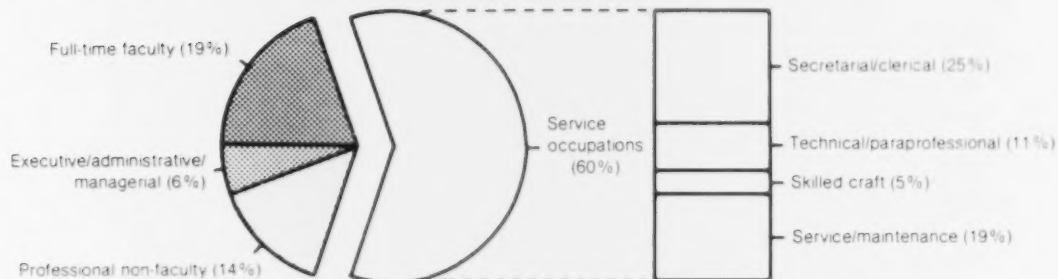
A study conducted by The College Board²¹ of high school seniors graduating in 1984 who participated in the College Admissions Testing Program, indicated that future areas of study by American Indian men and women may experience noticeable shifts over the next few years. Of the 2,031 American Indian males responding, over 20 percent indicated that their first choice of intended area of study was engineering, which ranked third in number of bachelor's degrees awarded to American Indian men in 1981. For American Indian women, the health and medical field was the number one choice of study (this is also reflected in the number of associate degrees awarded to women in this area), and ranked fourth in number of bachelor's degrees awarded to Indian women in 1981. Responses to the question concerning degree goals revealed that nearly 31 percent would like to earn a BA or BS degree, 24 percent an MA or MS degree, and over 19 percent a Ph.D. or MD, or other first-professional degree.

²¹Profiles, College-Bound Seniors, 1984, The College Board, 1984.

American Indian Employees in Institutions of Higher Education²²

In Fall 1983, the Nation's colleges and universities employed almost 1.6 million full-time employees. About 1.3 million were white; 193,047 black, 49,925 Hispanic, 41,550 Asian/Pacific Islander, and 6,735 were American Indian. About 60 percent of these American Indian employees were working in support occupations (figure 7).

Figure 7.--American Indian employees in institutions of higher education:
United States, Fall 1983



Note.--Details may not add to totals due to rounding.

SOURCE: Equal Employment Opportunity Commission, Higher Education Staff Information Survey, 1983.

Administrators

In 1983, the overwhelming majority of executives, administrators, or managers (referred to as administrators) in institutions of higher education were white (about 90 percent). These administrators were responsible for the management, policies and general business operations of the institutions. About 430 American Indians, or over 6 percent of American Indian full-time employees (up from 288 in 1975) were employed as administrators, and nearly three-fourths (311) were male. American Indian women were the least

²²Data in this section were derived from the Higher Education Staff Information (EEO-6) report conducted by the Equal Employment Opportunity Commission (EEOC), for all institutions with 15 or more full-time employees.

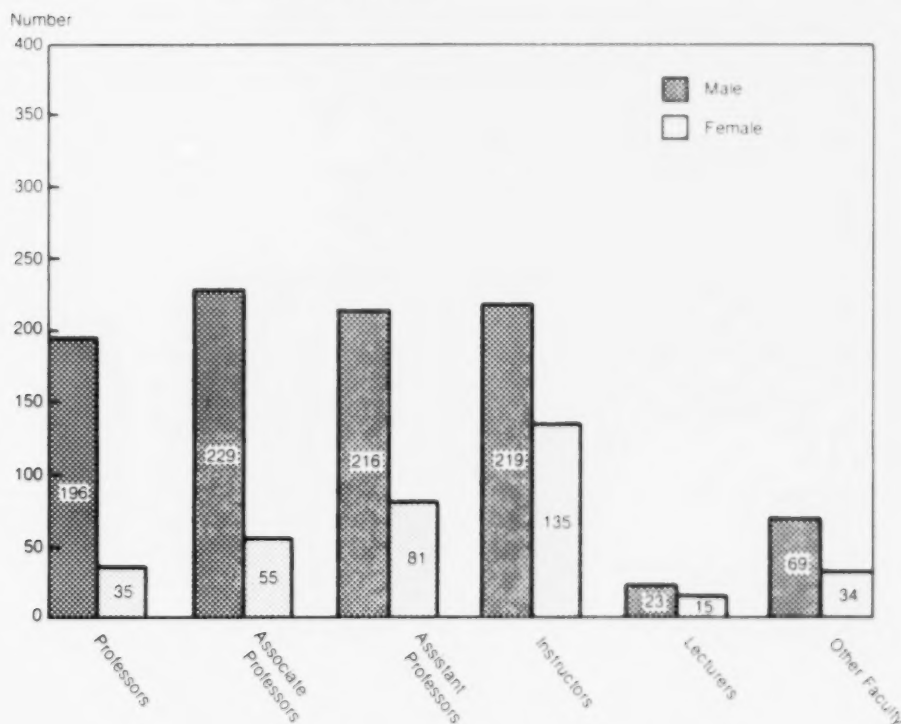
represented of all administrators, with only 119 employed in this capacity in 1983. Almost two-thirds of all American Indian administrators (278) were employed in public institutions.

Faculty

Almost 471,000 people were employed as full-time faculty in the Nation's colleges and universities in 1983. Whites accounted for 425,691 of these faculty positions (over 90 percent). The number of American Indian full-time faculty increased from 1,050 to 1,310 from 1975 to 1983, with about 27 percent of them women (the same proportion as all other female full-time faculty). Most American Indian faculty were employed on 9- or 10-month contracts (over 77 percent for both males and females).

Full-time American Indian male faculty were fairly evenly distributed among the ranks of Professor, Associate Professor, Assistant Professor, and Instructor. American Indian female faculty were concentrated in the lower ranks, especially that of Instructor (figure 8), while white females were also at the lower ranks, most often employed as Assistant Professors. Over half (about 52 percent) of full-time American Indian male faculty were tenured, whereas slightly over one-third of American Indian female faculty (36 percent) were tenured (unpublished tabulation). This compares with 61 percent for white males, and 41 percent for white females. For all minorities (including American Indians), almost 49 percent of males were tenured; about 40 percent of females.

Figure 8.--American Indian faculty, by rank and by sex:
United States, 1983



SOURCE: Equal Employment Opportunity Commission, Higher Education Staff Information Survey, 1983.

Institutions²³

Twenty postsecondary institutions enrolled predominantly American Indian students in the Fall of 1984 (table 11). The majority of these schools were private 2-year schools located in the West.

Table 11.--Predominantly American Indian Institutions,* by number of students enrolled and by proportion of American Indian Indian students: United States, 1984

Name and State of Institution	Total students enrolled	American Indians enrolled	
		Number	Percent
Kaskaskia Indian Junior College, KS**	774	774	100
Standing Rock College, ND	261	249	95
Dull Knife Memorial College, MT	237	221	93
College of Ganado, AZ	248	249	95
Turtle Mountain Community College, ND**	339	313	92
Oglala Lakota College, SD**	752	678	90
Nebraska Indian Community College, NE	289	261	90
Blackfeet Community College, MT	259	219	85
American Indian Bible College, AZ	75	67	89
Little Hoop Community College, ND	139	95	68
NAES College, IL	88	76	86
Navajo Community College, AZ**	1,962	1,570	80
D-Q University, CA	205	160	78
Sinte Gleska College, SD	444	323	73
Salish Kootenai Community College, MT	478	321	67
Flaming Rainbow University, OK	221	147	67
Sheldon Jackson College, AK	256	152	59
University of New Mexico Gallup Branch, NM**	1,491	792	53
Northwest Community College, AK**	141	72	51
Kuskokwim Community College, AK**	247	124	50

*Institutions with enrollments composed of 50 percent or more American Indian students. There are other predominantly American Indian colleges which were not included in the HEGIS survey universe (appendix B).

**Public institution.

Note.--Excludes unclassified students and U.S. Service Schools. Details may not add to totals due to rounding. See methodology.

SOURCE: U.S. Department of Education, Center for Education Statistics, Higher Education General Information Survey, 1984.

²³Data contained in this section of the report were obtained from the Higher Education General Information Survey (HEGIS), U.S. Department of Education, Center for Education Statistics, 1984.

In 1984, over 35 percent of all postsecondary institutions (1,190 schools) reported no American Indian students were enrolled. Institutions which enrolled more than 1,000 American Indian students were: Navajo Community College, Arizona (1,570); Northeastern Oklahoma State University, (1,090); and Northland Pioneer College, Arizona (1,016). American Indians represented 80 percent, 15 percent, and 22 percent of all students in these schools, respectively.

Surprisingly, none of the predominantly American Indian institutions which reported full-time faculty data in 1981 and 1983 had predominantly American Indian faculty. In fact, of the 13 predominantly American Indian institutions reporting for those years, 6 had no American Indian full-time faculty employed.²⁴

Ten of the Nation's colleges and universities each awarded 40 or more bachelor's degrees to American Indian students in 1983. Lamar University, awarded the largest number of bachelor's degrees to American Indians (88). All of the bachelor's degrees awarded by Native American Educational Services were granted to American Indians (22 degrees). Only 6 institutions awarded 20 or more master's degrees to American Indians, with the University of New Mexico Main Campus awarding the largest number (44). Eight institutions awarded 3 or more doctor's degrees to American Indians, with Fielding Institute awarding 100 percent of both its master's and doctor's degrees to American Indian students (13 masters; 31 doctor's).

Financing predominantly American Indian institutions

In 1984, six predominantly American Indian institutions reported that at least half of their revenues came from Federal, State, or local government appropriations; three of these reported that over three-fourths of their revenues were acquired through these government sources (table 12). The proportion of expenditures for instruction²⁵ in these schools varied from a low of 13 percent (American Indian Bible College) to a high of 95 percent (Dull Knife Memorial College).

²⁴Data from the Higher Education Staff Information Survey (EEO-6), Equal Employment Opportunity Commission, 1981 and 1983.

²⁵"Expenditures for instruction" is defined as expenditures of the colleges, schools, departments, and other instructional divisions of the institution. That includes: expenditures for departmental research and public service which are not separately budgeted; expenditures for both credit and non-credit activities; and several subcategories. They are: general academic instruction; occupational and vocational instruction; special session instruction; community education; preparatory and adult basic education; and remedial and tutorial instruction conducted by the teaching faculty for the institution's students. Excluded are expenditures for academic instruction where the primary function is administration (e.g., academic deans).

The majority of predominantly American Indian Institutions either do not charge their students for room and board, or do not have these services available to students. Tuition and fees in predominantly American Indian public Institutions are generally compatible with those of other public colleges and universities, while tuition and fees in predominantly American Indian private Institutions are generally less than those charged to students in other private Institutions. The institutions which charge the highest tuition and fees reportedly received no government appropriations (except Flaming Rainbow University, which received less than one-fifth of its revenues from government sources). Haskell Indian Junior College (a Federally funded Institution) has no tuition and fees charges, nor room and board charges.

Table 12.--Selected current funds revenues and expenditures, In-State undergraduate tuition and fees, and room and board charges in predominantly American Indian institutions: United States 1984

(In whole dollars)

Name of institution	Current funds revenues		Current funds expenditures and mandatory transfers ¹			(In-State)	
	Total (in 000's)	Percent from government ² appropriations	Total (in 000's)	Percent E&G ³	Percent E&G for instruction	Tuition and required fees ²	Room and board
Haskell Indian Junior College ⁵	\$6,907,000	98.8	\$5,711,000	100.0	22.4	\$ 0	\$ 0
Standing Rock College	1,764,000	30.4	1,659,000	95.1	65.7	750	-
Dull Knife Memorial College	2,241,000	-	2,627,000	85.1	95.2	525	2,055
College of Ganado	2,513,000	15.7	2,509,000	80.5	22.1	864	3,458
Turtle Mountain Community College	1,431,000	-	1,301,000	100.0	54.3	630	-
Oglala Lakota College	3,404,000	-	3,383,000	95.2	27.8	570	-
Nebraska Indian Community College	965,000	-	1,065,000	98.1	16.3	778	-
Blackfeet Community College	1,443,000	51.9	1,387,000	100.0	22.1	630	-
American Indian Bible College	668,000	-	507,000	85.9	13.4	1,942	2,072
Little Hoop Community College	448,000	-	416,000	100.0	50.1	575	2,400
NAES College	396,000	-	362,000	100.0	14.1	3,375	-
Navajo Community College	9,936,000	56.1	9,826,000	85.3	29.0	780	2,320
D-Q University ⁴	1,153,000	-	742,000	100.0	15.4	3,060	-
State Alaska College	2,109,000	-	2,047,000	97.0	26.9	828	-
Salish Kootenai Community College	1,822,000	25.0	1,438,000	100.0	37.1	765	-
Flaming Rainbow University	1,541,000	15.4	1,513,000	100.0	14.3	2,690	-
Sheldon Jackson College	2,886,000	-	3,337,000	81.1	23.7	3,246	3,825
University of New Mexico - Gallup Branch ⁴	2,775,000	61.8	2,771,000	93.2	56.7	348	-
Northwest Community College ⁴	2,059,000	81.8	1,965,000	98.0	47.5	900	-
Kuskokwim Community College	4,759,000	77.4	4,726,000	98.9	58.1	630	925

-Not applicable.

²Federal, State, local government.

³Education and general expenditures.

¹Mandatory transfers from current funds are those that must be made in order to fulfill a binding legal obligation of the institution.

²For full-time students only.

³Federally funded; State funded.

⁴Data are for previous school year.

Note.--Data provided in this table are more recent than data cited elsewhere in the text and tables, due to availability of recent publications.

SOURCE: U.S. Department of Education, Office of Educational Research and Improvement, Center for Education Statistics, survey of "Financial Statistics of Institutions of Higher Education, 1984;" and College Costs, Basic Student Charges, 2-Year and 4-Year Institutions: 1984-85.

Methodology

Any study of the educational status of American Indians encounters unique problems. Some reasons are:

- The identification or definition of American Indians.

Throughout history, there have been many definitions used to determine who is an American Indian -- some are legal (such as, under certain legislative acts, Indians are those with a certain proportion of Indian blood) and some derive from social conventions (such as, being a member of a tribe or having a blood relative that is a member of a tribe). The data used in this report is primarily based on self-identification. This may result in inflated numbers of American Indians, but should not affect the overall trends. For each survey cited in this report, the method and definitions used for classification are discussed below.

- The small size of the population.

Most sample surveys are either too small to produce reliable estimates for American Indians, or Indians are grouped into an "other" category. Therefore, national data on American Indians are limited to very large sample surveys or to surveys of a universe of institutions or persons. This report has used Decennial Census data and data from surveys of all institutions of higher education with U.S. Department of Education-recognized accreditation, collected by three Federal agencies.

Decennial Census Data

All households in the United States were mailed Decennial Census forms on April 1 in 1970 and 1980; individuals were asked to classify themselves according to the group ethnic with which they identify. Individuals who identified themselves as "American Indian," "Eskimo," or "Aleut," were classified as such; however, individuals who entered the name of an Indian tribe or reported such entries as Canadian-Indian, French-American Indian, or Spanish-American Indian were classified as American Indian. The substantially larger 1980 census count is the result of natural increases and overall improvements in census procedures, including modified enumeration procedures on American Indian reservations and the use of self-identification to obtain

the race of respondents in all areas of the country. Also, a preliminary evaluation of the census results suggests that there may have been a greater frequency in 1980 than in 1970 for individuals to report their race as American Indian, especially those of mixed Indian and non-Indian descent.

As part of the 1980 Decennial Census, a 15 percent sample of the population received a Census form that included questions on such topics as educational attainment, income, and language use. For further technical information, see individual Census Bureau reports cited in this publication.

Racial/ethnic Data for Enrollment and Degrees

Data on the enrollment of and degrees earned by American Indians came from the Higher Education General Information Survey (HEGIS) conducted by the Center for Education Statistics. HEGIS annually surveys the entire population of postsecondary institutions with accreditation that is recognized by the U.S. Department of Education.

Under Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, almost all institutions of higher education are required to provide the Office for Civil Rights enrollment and degree data by race for all students except nonresident aliens. Students are classified in one of the following racial/ethnic categories:

American Indian or Alaskan Native -- A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander -- A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian sub-continent, or the Pacific Islands.

Hispanic -- A person of Mexican, Puerto Rican, Cuban, Central American, South American, or other Spanish culture of origin, regardless of race.

Black, non-Hispanic -- A person having origins in any of the black racial groups of Africa, except those of Hispanic origin.

White, non-Hispanic -- A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, except those of Hispanic origin.

The manner of collecting the racial/ethnic information is left to the discretion of the postsecondary institution, provided that the system that is established results in reasonably accurate data. One acceptable method is a properly controlled system of post-enrollment self-identification by students. If this system is used, a verification procedure is employed to ascertain the completeness and accuracy of student submissions where feasible.

Some 214 institutions did not report the racial/ethnic status of their student body in 1984. Data for 195 of these nonreporting institutions -- representing about 5 percent of total enrollment -- were imputed. For those institutions which reported data in 1982, data have been estimated by applying their 1982 race distribution to their total enrollment reported in 1984.

The HEGIS data files contain the following enrollment and degree data:

Enrollment

Racial and Ethnic Enrollment from Institutions of Higher Education (fall of): 1970, 1972, 1974, 1976, 1978, 1980, 1982, and 1984.

Degrees

Data on Earned Degrees Conferred by Institutions of Higher Education, by Race, Ethnicity, and Sex (academic year): 1975-76, 1976-1977, 1978-1979, 1980-81, and 1982-83.

For further information about the HEGIS surveys, contact Martin Frankel, Postsecondary Education Statistics Division, Center for Education Statistics, 555 New Jersey Avenue NW., Washington, D.C. 20208.

Equal Employment Opportunity Commission Higher Education Staff Information Report (EEO-6)

The Equal Employment Opportunity Commission (EEOC) is responsible for the administration of the Equal Employment Opportunity Act of 1972 to ensure and promote equal treatment in employment. As part of that mandate, since 1975 the EEOC has conducted a biennial survey of postsecondary institutions (with 15 or more full-time employees) in the 50 States and the District of Columbia. In odd-numbered years, these institutions submit the EEO-6 survey which reports the occupation, salary, and faculty rank/tenure of employees by race/ethnicity and sex. Data from these Higher Education Staff Information reports were used in the section of this report on "American Indian Employees in Higher Education." Because small institutions are not required to participate in this survey, these data may underestimate the number of American Indian employees in higher education.

The method by which an employee's race or ethnicity is to be determined by the institution is not specified by the EEOC. Using employee records, visual identification or the like, an employee is included in the "group to which he or she appears to belong, identifies with, or is regarded in the community as belonging." In the EEOC survey, nonresident aliens are not a separate category but are classified by their race/ethnicity.

For further information, contact: U.S. Equal Employment Opportunity Commission, Survey Division, 2401 E Street, NW., Washington, D.C. 20507.